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ABSTRACT

The major focus of interest in the present research is the question of congruence between parental and school attitudes toward issues of authority and freedom. It was hypothesized that the child's adjustment to his/her particular type of classroom (either open or traditional) would be affected by whether he/she came from a family which shared broadly "open" or "traditional" attitudes toward discipline and control systems and had a similar philosophy about the way in which school learning ideally takes place. Variables relating to the learner and his/her background were also investigated, particularly in regard to I.Q., sex, and some of the attributes comprising adjustment. Several additional hypotheses were developed and explored. The sample consisted of 227 boys and girls, 9 to 12 years of age, who were pupils in three open and five traditional fifth and sixth grade level classrooms from three different primary schools in the Sydney, Australia, suburban area. A parent attitude questionnaire, included in Appendix One, was devised for this study and was used in conjunction with teacher ratings, school records, standardized test data and the Classroom Observation Schedule. Results are discussed. (Author/RH)

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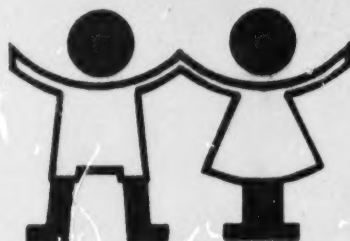
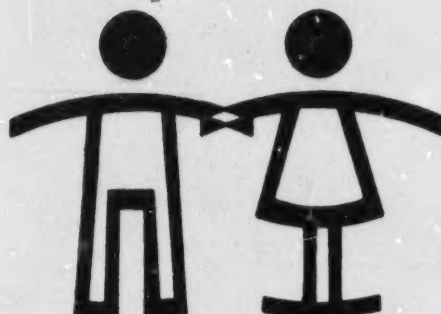
Selected Papers

Number 5

Unit for Child Studies

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PARENTAL ATTITUDES TO OPEN AND TRADITIONAL EDUCATION
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PARENTAL ATTITUDES TO OPEN AND TRADITIONAL
EDUCATION

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The issue of freedom versus discipline has been one of long-standing controversy in the fields of both child-rearing and education, and questions as to the merits of "progressive" or "open" versus "traditional" education systems have aroused much debate.

This paper reports research which was carried out primarily to examine questions relating to children's *adjustment* in differing educational settings - contrasting "Open" and "Traditional" classrooms.

The study was particularly addressed to the question of whether children's home background - specifically, attitudes of the parents towards issues of discipline and autonomy - may have an influence on classroom adjustment. The assumption was made that children experiencing *congruent* attitudes from both home and school may have less difficulty adjusting to a particular educational style than those who experience *incongruent* attitudes.

Definition of Open Education

To attempt some clarification of the term "Open Education" it must first be pointed out that it has had a number of different uses in the literature.

While the term was coined during the 1960's to refer to the trend towards architecturally "Open-plan" classrooms (involving larger spaces and much more flexible use of the space by teachers and pupils than in the traditional classroom), the use of this term has broadened. It has come to refer also to the type of teaching organization which has tended to go along with these more open spaces, and even to a broad educational philosophy which has many parallels with the earlier "progressive" movements popular in the first half of the century, stressing self-direction and self-motivation in learning.

The assumption that there is a clearcut difference between Open and Traditional education has been queried. Some writers have argued the need to conceptualize Open-ness as a bi-polar continuum along which one might place classrooms from the most open to the most traditional, but the idea that this continuum could be defined in terms of a unidimensional concept must also be questioned. (See Angus (1973), Beck (1975), Walberg & Thomas (1974) for detailed discussions of the concept.)

A number of studies have sought to compare classrooms and educational outcomes simply on the basis of an architectural or spatial definition of Open Education, but it would seem that the usefulness of such a definition is restricted. It raises, but does not answer, questions as to what sorts of teacher and pupil activities and interactions take place in such classrooms which differentiate them from Traditional classrooms.

The present study has chosen to use a global and multi-faceted definition of Open Education which lays stress on the aspects of classroom *organization* and *practice* which tend to differentiate them from Traditional classrooms.

Typically, Open-spaced layouts invite a considerable amount of movement around the room both by teachers and pupils, and permit flexibility of grouping for different activities at different times. They also permit greater flexibility in individuals' use of materials, and the possibility of children working independently on projects of their own choice, so that many different activities may occur at a given time. While teachers in Open-spaced layouts may sometimes give lessons to the whole class or sub-groups of the class together, a major part of the time is spent with children working at their own pace, either individually or in groups of their own choosing. Broad flexibility of time-tabling typically exists so that children may work on a topic for as long as it remains interesting to them. Often a "contract system" operates, where individual children decide, in consultation with the teacher, what should be their work objectives for a certain period. Children are largely free to communicate and co-operate with one another on given tasks, and assessment is usually not of the competitive examination type.

In contrast to the "Traditional" classroom, there is much more emphasis on the freedom and responsibility of the child to make his own decisions - freedom to work at what interests him and to decide when to seek help from the teacher, freedom to communicate and exchange ideas, freedom to experiment with materials. They are viewed, ideally, as resource people who have a warm and encouraging relationship with students, rather than as disciplinarian and authoritarian.

This differs from the Traditional type of classroom which puts more emphasis on authority and disciplinary control by the teacher; a static teaching arrangement where all children face teacher and blackboard as the primary focus of classroom learning, and where all pupils work on the topic of teacher choice, and for the period of time the teacher designates.

Research Findings

The concept of Open Education has generated a great deal of research in recent years. The major thrust of this research has been towards comparative studies addressing the question of which of these educational approaches results in superior "outcomes", and a variety of dependent variable measures have been used to assess outcomes.

The majority of studies have focussed on comparing academic achievement variables over the two classroom types, and the findings have been quite equivocal - while some studies have favoured Open classrooms, others have favoured Traditional classrooms, and many studies have found no significant differences between the two.

Some researchers have argued that it is in areas other than basic academic skills that one should look for any advantages of Open classroom methods. They have turned to variables such as Creativity, Curiosity, Independence, Self-Esteem and Attitude towards School for possible differences in outcome between the two educational systems. While the results for these variables still present a somewhat conflicting picture, there is a tendency for the weight of evidence to be in favour of Open Education in developing favourable Attitudes towards School, and Independence. (See Spodek & Walberg (1975), and Horwitz (1976) for a review of the research.)

A major criticism of this kind of research, which has yielded relatively little in the way of clear-cut findings, is that the question of which is the better

teaching method - Open or Traditional - is an *oversimplified* one which cannot adequately reflect the complex interactive effects of the many variables present in the situation. It does not broach the question of whether *some* children, with particular characteristics or background experiences, may adjust better or profit more than others from different teaching styles. It is possible that the equivocal nature of the research findings may reflect a great deal of variation in the underlying data, such that Open Education is good for some pupils on some outcomes and less good for others.

A great deal of research in education generally has focussed attention on the *teaching process* itself, to the relative exclusion of the multitude of variables which the *learner* brings with him into the classroom situation - both inherent, and learned in the context of his environmental background. It is to some of these variables, and the way in which they may *interact* with the particular style of education experienced by the child, that the present research is addressed.

There is a mounting body of evidence from sociological studies that family background and class variables have an effect overriding that of the child's ability, or variations in type of schooling, on such dependent variables as academic achievement, motivation to study, dropout rates, and career motivation. There is a need to reflect on the way in which family background variables may interact with specific classroom procedures, teaching styles, and other individual differences within the learner, to produce variations in educational outcomes.

While there are many areas in which such influences of family background factors might be explored, one particular area of interest is that of parental attitudes towards discipline and autonomy, particularly since they represent *long-standing* influences on the child's view of what is appropriate behaviour. If the expectations or demands for autonomy in decision-making and self-direction of activities *differ* between home and school, this might influence the child's ability to adjust within the classroom setting.

In many cases, parents are able to select for their children a school which reflects their own attitudes towards freedom or discipline. But within the Government school system in many countries (for example, Britain, U.S.A., Canada and Australia) there are both Open and Traditional classrooms operating. Selection of children into such classes is usually not a function of parental choice; in consequence, there has often been a lack of congruence between parental and school attitudes. When both home and school are directed towards similar goals, and reinforce one another, they constitute a potent force for shaping and influencing the individual child's behaviour. When home and school diverge in their values and aims, the outcome is much more equivocal. Might it be the case that children of authoritarian parents have difficulty in adapting to a set of classroom expectations which, in contrast to their home experience, emphasize freedom to choose, and a less hierarchical authority pattern?

What is postulated in this study is that if parents are oriented towards strong discipline and authority, and allow a child relatively little freedom of choice in decision-making about his own behaviours, their children might be expected to thrive better in an educational system in which a similar pattern of authority, control and directiveness is vested in the person of the teacher. Such children may be threatened by the relative lack of structure characterizing the Open classroom. They may be confused by the new demands to make more of their own decisions, and be unable to adequately utilize the greater freedom of choice for educational ends. By way of contrast, children who are used to a more democratically structured control system in the home may more easily transfer the freedom to make their own choices into the less formal learning environment. They may thus be more able to utilize the opportunities for free choice to do their own planning and to use their own judgement and initiative in educational situations.

Hypotheses

The major focus of interest in the present research, therefore, is the question of *congruence* between parental and school attitudes towards issues of authority and freedom. It was hypothesized that the child's adjustment to his particular type of classroom (be it Open or Traditional) would be affected by whether he/she came from a family which shared broadly "Open" or "Traditional" attitudes towards discipline and control systems, and a similar philosophy about the way in which school learning ideally takes place.

However, some further variables relating to the learner and his background were also investigated, particularly in regard to I.Q., Sex, and some of the attributes comprising Adjustment.

For example, parents and educators have expressed doubts about Open Education on the ground that it may work well for the academically brighter child, but not for the less intelligent. Though this statement has the quality of being obviously true for *any* type of educational system, this study attempted to explore the differential effects of Open and Traditional classrooms for a few bright sub-sample of children across a given time span, utilizing information on their academic achievement scores at different points in the year, so that a positive or negative trend could be ascertained. It was hypothesized that gains would be greater over the year for the group of less-bright children if they were in a Traditional rather than an Open classroom.

The literature suggests that in the pre-adolescent years girls tend to be more academically oriented and achieve slightly better than boys of similar ability level, and it was hypothesized that they would therefore be likely to be rated by teachers as better Adjusted. However, a further question of interest relates to whether there are differential capacities for Adjustment across the sexes for Open compared with Traditional classrooms.

Some of the literature on Curiosity has suggested that children with a higher level of curiosity may benefit more from the opportunities for discovery learning in the Open classroom, and the freedom to question and to explore their own interests.

Since there was speculation as to whether Self-discipline might be more of an asset for children in a Traditional classroom, this relationship was also explored.

Both of these hypotheses were investigated in relation to children's level of Academic Achievement in each of these classrooms. (Standardized Academic Achievement measures were available from all classrooms, and were thought to be a useful subsidiary measure of a child's classroom "coping", as they reflect in part the extent to which opportunities for learning are being utilized. The principal measure of child Adjustment, however, was based on teacher-ratings).

While not the major purpose of the study, a number of questions relating to Parental Attitudes were investigated. Since the sample was drawn from different suburbs, representing broadly different socio-economic classes, it was thought interesting to explore whether differences existed in Parent Attitudes towards education and issues of freedom and discipline. It was hypothesized that parents from middle-class suburbs would hold less disciplinarian attitudes regarding socialization and education of children than their lower-class counterparts.

It was also hypothesized that parent attitudes might be more achievement oriented for male children than female children, and may therefore reflect more discipline-oriented attitudes for boys.

In the expectation that Parent Attitudes towards Open classroom may *become* more positive once their children have had experience in such classes, an exploration was made to see whether parents of these children held more "permissive" attitudes than those whose children had only experienced Traditional classes.

Children's own attitudes to their classroom was a further area of exploration. Based on findings in the literature it was hypothesized that attitudes towards their classroom would be more positive for children in Open than in Traditional classes.

The Study

The sample consisted of 227 boys and girls (aged 9-12 years) who were pupils in three Open and five Traditional classrooms at 5th or 6th grade level, from three different primary schools in the Sydney suburban area.

Since it was important in this study for a range of Parent Attitudes towards education and child-rearing to be present in either type of classroom, it was essential to choose classrooms where no teacher or parent selective factors had determined which children were allocated to which classrooms. This restriction ruled out the use of private schools.

The State Schools chosen claimed that children were assigned "randomly" to Open or Traditional classes - which meant that classes were of "parallel" ability level, with no other selective factors (such as likely suitability for Open education) likely to produce any known differences between classrooms.

It was also desirable for similar socio-economic background factors to be represented in both types of classroom. Hence schools were chosen in which contrasting types of classrooms were in operation within the *one* school (i.e. presumably drawing from the same socio-economic sample).

The research took place towards the end of the school year, to ensure that children had been exposed as long as possible to their particular type of classroom, and that teacher ratings of the children were based on a relatively long acquaintance with them.

A Parent Attitude Questionnaire (See Appendix 1) was devised for this study, comprising statements relating to discipline and flexibility within the school situation (first 14 questions) and also some items on discipline at home (last 7 questions), with which parents were asked to rate their degree of agreement or disagreement on a 5-point scale. It was assumed that answers to these questions would reflect parents' attitudes towards more pervasive and general issues of discipline and freedom for children, beyond just those areas specifically questioned.

Factor Analysis of the questionnaire revealed two main factors were being measured by this series of items - Factor 1 could be called "Independence for Decision-Making", and Factor 2, "Freedom from Achievement Pressure". Thus, parents with high scores on Factor 1 held attitudes in line with allowing the child independence to make decisions about his own work, and explore his own abilities in the classroom (implying a trust in the child's own motivation and capabilities). Parents with low scores, on the other hand, had attitudes which were in line with limiting the child's independence of action and decisions, feeding factual knowledge rather than valuing the child's own explorations, and having more faith in the authority of the teacher than in the child's ability to direct his own learning experiences. Parents who scored high on Factor 2 would appear to be less coercive about the need for children to be pressured into study and competition, while low scorers' attitudes were more oriented towards such achievement pressures.

These two factors had only a very low correlation with each other, indicating that they represent two rather different areas of parental thinking about freedom and discipline.

Adjustment was initially measured by obtaining teacher ratings of each child on five different criteria (Oral Communication, Self-motivation to Learn, Curiosity, Independence, and Self-discipline). Factor analysis showed these adjustment measures to be highly correlated together, providing justification for using them together to produce a single overall factor of Adjustment for each child.

Academic Achievement measures were obtained from the school records at the completion of the academic year. Again factor analysis indicated that achievement subtests were highly correlated, justifying their combination into a single Academic Achievement measure.

I.Q. Scores were obtained for the children from standardized tests. Since it was assumed that I.Q. would undoubtedly have an important influence on variables such as Adjustment and Academic Achievement it seemed appropriate to hold its influence constant by statistical means in order to assess the effects of the major variables under study (i.e. parental attitudes in relation to classroom type).

"Openness" measurement. The degree to which the classrooms could legitimately be designated Open or Traditional was assessed by means of a Classroom Observation Schedule relating to organizational areas such as type of decision-making, materials and provisioning, movement and grouping, discipline and evaluation. This enabled descriptive statements to be produced for each classroom which were then rated for their degree of Openness by a group of independent judges. There was an extremely high degree of unanimity as to which were the more Open and more Traditional classes in terms of their *functioning* rather than just their physical layout (although these two aspects were highly correlated in this study).

Results

Multiple Regression was the method of analysis used to examine the major hypotheses. This technique allows various "predictor" variables to be assessed for their effects on a dependent variable. (Both Adjustment and Academic Achievement were examined separately as dependent variables). It also allows the possibility of statistically holding constant the influence of other unwanted variables.

The principal set of predictor variables consisted of

- Classroom Type (Open or Traditional)
- Parent Attitude (the two different factor scores, previously mentioned, were analysed separately).
- Sex of Child
- I.Q.

The effects of these and their interactions could be assessed separately on each of the two dependent variable measures

- Adjustment
- Academic Achievement.

Not unexpectedly, one of the major findings was that I.Q. was the most important influence in predicting both Adjustment and Academic Achievement in either type of classroom. It accounted for 30% of the variance in Adjustment and 43% of the variance in Academic Achievement (statistically a highly significant result).

Once I.Q. was statistically held constant (temporarily excluding its influence), the Sex of the child was found to have a further smaller influence on Adjustment, accounting for a further 6.6% of the variance. Thus, for both classroom types, girls were on the whole rated by teachers as better Adjusted than boys (again a statistically significant finding). There was no evidence that Sex had a differential effect for one type of classroom rather than the other.

None of the "congruency" hypotheses (relating to the way in which Parent Attitude and type of classroom might combine to produce higher or lower Adjustment or Academic Achievement) were supported by the data. That is, there is no evidence from this study that Parent Attitudes relating to "Flexibility of Decision-making", or to "Freedom from Achievement Pressure" affect children's Adjustment differentially across Open or Traditional classrooms as predicted. Nor do they affect children's Academic Achievement differentially over the two classes. From the evidence of this study, it appears that Parent Attitudes are nowhere near as important in influencing a child's classroom Adjustment as are his I.Q. and Sex.

Perhaps much more sensitive or detailed observations of children's classroom behaviour (in relation, say, to aspects such as decision-making and self-direction of learning experiences, etc.), rather than the use of these more "global" teacher ratings of Adjustment, might be necessary to tease out whether any relationship really does exist between parental expectations and children's classroom behaviour. Or again, more detailed interviews with parents may be preferable to questionnaire methods of measuring attitudes.

The prediction that low I.Q. subjects would make greater gains in Academic Achievement in Traditional classrooms than in Open classrooms was not borne out by the data. In fact, the trend was in the opposite direction - these subjects gained more if they were in Open classrooms - but this was not a statistically significant finding. While these findings run counter to some of the generally heard criticisms of Open classrooms on grounds that they do not adequately teach basic skills, their generality is limited by the small range of schools sampled. High I.Q. children in Open classrooms showed an extremely *variable* performance in relation to gains in Academic Achievement during the year, and this in itself is an interesting finding meriting further research. It raises again the importance in research on classroom types, of looking beyond the mere differences in teaching practice, to a variety of factors within the child, the teacher and the classroom environment which might account for such variability of performance.

Children rated as more Curious were not found to Achieve differentially better in the Open class than in Traditional classes as predicted. This study offered no support for the idea that Curious children may gain academic advantages from their experiences of being in an Open classroom.

Nor did the more Self-disciplined children show any differences in Academic Achievement over the two classroom types.

The hypothesis that Open classroom children would have a more positive attitude to their classroom was supported by the data. Although there was a tendency for the majority of children to state a preference for the class they were currently in, the proportion stating such a preference is significantly greater for Open class children (90% in the Open versus 58% in the Traditional classes). The most salient reasons given by Open class children for their preference related to factors such as freedom to move around, to work in groups of their own choosing, and to choose their own work topics. It is interesting to note that the more obvious material features such as carpet and equipment are not the prime consideration influencing the preferences of children already in Open classes, although they *are* the most salient features for those children seeing

the Open classroom from the outside (i.e. the 42% in Traditional classes who would have preferred to be in an Open class). Those Traditional class children preferring their own classroom type, valued the quietness, the one teacher, and assumed that they learned more. Their perception of Open classrooms was quite often one of noise, confusion and a less than ideal learning environment.

When an attempt was made to look more closely at the Parent Attitudes for the 10% of children in Open classes who did not favour the system, it was found that the majority of these parents had not responded to the questionnaire. It was also found, in looking more generally at children of non-responding parents, that despite their similarity in I.Q. to the rest of the sample, their Adjustment scores were significantly much lower than for children of responding parents. Interpretation of this small trend is difficult, but raises questions as to whether it may reflect disinterest in educational issues on the part of the parent, which in turn could affect children's classroom motivation and Adjustment. Further research is needed on the effects of a variety of aspects of parental attitudes and their possible effects on school behaviour and adjustment.

An important question for those who implement changes in educational practice is that of whether Parent Attitudes become more positive towards flexibility in education as a result of the experiences of having their children participate in educational innovations. The hypothesis that Parent Attitudes would be more permissive for children already experiencing Open classrooms was borne out. These parents scored significantly higher than those of Traditional class children on the questionnaire. While pre and post measures would be necessary to make more definitive statements, the above finding does raise the possibility that parental attitudes may be changed by becoming more familiar with a classroom philosophy. It suggests the area of attitude change, and the best methods for effecting this, as a field in which more systematic research could be done.

Turning now to socio-economic class differences in Parent Attitudes across the three different suburbs sampled, there was found to be a significant difference, such that the middle-class parents held generally more permissive views about child-rearing and education than did the lower-class parents. The generality of this finding is, of course, limited by the restricted range of suburbs sampled in this study, but it raises some questions of interest for further research as to the reasons for such differences. Some of the literature suggests differential techniques for control of children's behaviour exist across different social classes, with some tendency for greater physical punishment to be used by lower class parents. There may also be the assumption that greater control and discipline on the part of teachers is necessary to achieve educational ends. But these are merely speculations - much more detailed research, involving parental interviews, would be needed to throw more light on such class differences, assuming they were found to exist in a wider and more representative sample.

Parent Attitudes were not found to be more discipline oriented for boys than for girls as predicted.

Examination of actual response rates to specific areas of the Parent Questionnaire may serve to illustrate some of these trends more clearly. Despite social class differences, there was a *general* trend for parent attitudes to fall on the disciplinarian rather than the permissive side of neutral, the mean overall response being 2.63, where 3 represents a neutral response. (The mean overall response from the sub-group of lower-class parents was, of course, even lower at 2.10).

Following are the particular questions which evoked a more "discipline oriented" response (see Appendix for complete Questionnaire):

- Q. 1 Overall, 60% agreed or strongly agreed that "Children will not do their best if they are allowed to work at their own pace", and for the lower class suburbs, 74% agreed with this.
- Q. 5 73% overall agreed "It's good to have a teacher who is a strict disciplinarian", with again a stronger agreement from the lower class suburb of 87%.
- Q. 8 65% agreed "Children need to have someone prodding them along most of the time in school or they will rarely use their time profitably".
- Q.10 71% disagreed that "Children ... should, as a group, be allowed to formulate their own rules in the classroom".
- Q.11 72% disagreed that "Children's learning will only be really effective if they are allowed to work on a topic when they are in the mood for it ... "
- Q.16 70% overall believed "Children should have a firm bedtime" though with a difference here for lower class males, where only 75% of parents felt this was important.
- Q. 4 "Left to their own devices most children automatically want to learn" - middle class parents were somewhat uncertain on the answer here, 48% agreed, 47% disagreed, while a clearer conservative answer was obtained from the lower class, where 69% disagreed.

Few, if any, questions brought out an unambiguously "permissive" response right across the board. The following brought out a more permissive response in some parts of the sample:

- Q. 3 72% believed "Children will learn more by doing their own research on a topic ... ". This was especially true for parents of females (77% vs 69% for males).
- Q.12 64% of middle class parents agreed "It is more important for children to learn how to go about finding information than to learn facts in primary school". However, in the lower class sample, 65% disagreed with this statement.
- Q.14 Again there were suburb differences, where 54% of middle class parents believed creative writing to be more important than grammar, but quite the reverse in the lower class, where 79% disagreed.
- Q.18 95% of middle class parents, but only 39% of lower class parents believed "Family rules should be flexible ... " This, however, differed by sex in the lower class group, where the agreement ranges from 25% for boys to 48% for girls - that is, less flexibility for boys.

While a few of these questions reflect some minor differences for the two sexes, in general, there was much greater consistency across the two sexes than there was if one looked at responses across the different suburbs.

Areas for Further Research

While in this study the major hypothesis concerning the importance of parental attitudes was not borne out, there may well be other aspects of this potentially important variable which merit investigation.

One such area might be that of parental aspirations for their children and the

degree of interest they take in their children's education. The poorer adjustment found in this study for children of non-responding parents might relate to some of these issues, and it is regretted that follow-up interviews could not be carried out to get a clearer picture of the reasons for parental non-response.

There are fragments of evidence from a number of studies which might suggest that Open Education may be less suited to lower class or ethnic groups. This is far from a well-established finding and is an area which could merit further investigation. Findings by McPartland and Epstein (1975) show higher Academic Achievement for higher socio-economic groups in Open classes. Traub et al. (1974) found Academic Achievement lower in Open classes for non English-speaking families. Angus (1979) reported lower self-esteem in Open classes for lower socio-economic children. And the present study found parent attitudes in the lower-class suburb were more discipline-oriented and less positive towards Open Education principles. Putting all these fragments together, they suggest the possibility that the values of lower socio-economic or ethnic families may be less in accord with those of the more permissive and less clearly structured educational environment of the Open classroom, and that these children feel less secure, and perform less well in such classes.

The finding in this study on children's preferences for Open classrooms is largely supported by the literature, and it would be interesting, though difficult, to assess the relevance of these attitudes and learning experiences on the child's *future* motivation and attitudes towards learning situations. The concept of "continuing motivation" for learning - a variable of considerable interest to recent researchers in the field of intrinsic motivation - is one which might profitably be studied more intensively in research on classroom styles and experiences. The effect which classroom experiences and their constraints and opportunities have on a child's *subsequent* attitudes towards the learning process should be an outcome variable dear to the heart of every educator.

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PARENT ATTITUDE QUESTIONNAIRE

The following statements represent a variety of *differing* points of view about how education should ideally take place. We would like you to indicate the extent of your own agreement or disagreement with each of the statements by putting a tick in the appropriate column.

- A - strongly agree
- a - mildly agree
- n - neutral (neither agree nor disagree or undecided)
- d - mildly disagree
- D - strongly disagree

	Agree			Disagree	
	A	a	n	d	D
1. Children will not do their best if they are allowed to work at their own pace.					
2. It is better for children to plan their own schedule of work and activities during the day than to be required to follow a timetable worked out by the teacher.					
3. Children will learn more by doing their own research on a topic, than by having the teacher tell them all about it.					
4. Left to their own devices, most children automatically want to learn.					
5. It is good for children to have a teacher who is a strict disciplinarian.					
6. So that a teacher knows what is going on in a class, it is better for all children to be working on the same topic at the same time, regardless of different levels of ability among children,					
7. One of the most valuable incentives at a teacher's disposal is to encourage competition among children.					
8. Children need to have someone prodding them along most of the time in school or they will rarely use their time profitably.					
9. If children can change to a different task when they become disinterested in what they are doing, they will never learn persistence.					
10. Children should not have teachers impose the rules of conduct within the classroom, but should, as a group, be allowed to formulate their own rules.					
11. Children's learning will only be really effective if they are allowed to work on a topic when they are in the mood for it, rather than when the teacher decides it is time.					
12. It is more important for children to learn how to go about finding information than to learn facts in primary school.					
13. Children's conversations in the classroom are rarely of educational importance and should be kept to a minimum.					
14. It is more important for children to have lessons in grammar than experience in creative writing and communication.					

The following are some statements which have been made by parents in regard to child rearing goals. Can you indicate the extent to which *you* agree or disagree with these statements.

	Agree			Dis- Agree	
	A	a	n	d	D
15. It is better to train a child to be obedient than to be independent.					
16. During the week, children should be given a firm time for bed which is strictly adhered to.					
17. Especially when a child gets to secondary school, studying must take precedence over social life and friendships.					
18. It is more important for family rules to be flexible enough to be considered in the light of the individual case, rather than be firmly adhered to in all circumstances.					
19. Parents should learn to tolerate it if children make decisions with which they don't agree.					
20. If children are constantly disciplined by adults, they are very likely to misbehave once a parent or teacher's back is turned.					
21. If a child has been really naughty, it is best for the father to carry out the punishment.					